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PAPERBACK BOOKS AND THE COLLEGE LIBRARY.

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DESCRIPTORS- *JUNIOR COLLEGES, *COLLEGE LIBRARIES, *LIBRARY COLLECTIONS, *PAPERBACK BOOKS, PLANNING, COLLEGES,

THE TOTAL ACADEMIC PROGRAM OF A COLLEGE IS ENHANCED BY A LIBRARY THAT (1) PROVIDES A RICH VARIETY OF MATERIALS FOR USE BY FACULTY AND STUDENTS, (2) MAKES AVAILABLE FACILITIES, SERVICES, AND EQUIPMENT NECESSARY FOR THE SELECTION, ORGANIZATION, AND USE OF INSTRUCTIONAL MATERIALS, AND (3) OFFERS LEADERSHIP IN THE PRODUCTION AND USE OF VARIOUS INSTRUCTIONAL MATERIALS. FAR FROM PROVIDING THESE SERVICES, SIX OUT OF EVERY 10 JUNIOR COLLEGES DO NOT MEET MINIMUM STANDARDS IN THEIR BOOK COLLECTIONS, AND A NEW JUNIOR COLLEGE HAS AN EVEN GREATER PROBLEM. ONE MEANS OF HELPING TO SOLVE THIS PROBLEM IS THE EXTENSIVE USE OF PAPERBACK BOOKS, WITH "PAPERBOUND BOOKS IN PRINT" AS THE MAJOR SOURCE REFERENCE, SUPPLEMENTED BY PUBLISHERS' CATALOGS, ACADEMIC JOURNALS, NEWSPAPERS, AND LIBRARY PERIODICALS. DURABILITY CAN BE INCREASED BY ADDING PLASTIC COVERS AND PUBLISHERS' BINDINGS, ALTHOUGH IT MIGHT BE PREFERABLE TO CONSIDER SUCH BOOKS EXPENDABLE. PAPERBACKS CAN HELP BOTH ESTABLISHED AND NEW COLLEGE LIBRARIES TO MEET THEIR OBLIGATIONS TO PROVIDE A VARIETY OF REFERENCE TOOLS. THIS ARTICLE IS PUBLISHED IN "IMPROVING COLLEGE AND UNIVERSITY TEACHING," VOLUME 12, NUMBER 2, SPRING 1964. (WO)

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Paperback Books and the College Library

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The circulation librarian of Rider College, New Jersey, tells us how a new junior college or community college, denied the term of years that would be required to have the library really ready for the opening day of the institution, may use the current wealth of paperback books and the "Paperbound Books in Print" as a means of quick assembly of a serviceable library. Paperbacks may also help established libraries in meeting present and future book needs. (Picture of Mr. Hartz on page 78.)

By FREDERIC R. HARTZ

WITH THE SPREAD of junior colleges, one out of every four beginning college students today are enrolled in two year colleges. According to Edmund J. Gleazer Jr., executive director, American Association of Junior Colleges, junior colleges in this country by the fall of 1965 will be enrolling 1,121,000 students and will be employing 37,000 teachers. Some $765,000,000 will be spent for new facilities and refurbishing of existing facilities between now and 1965. During the five-year period between 1965-1970, enrollments will rise to 1,735,000 students with a total full-time equivalent faculty of 49,000. Expenditures between now and 1970 will total more than two billion dollars, and by 1975 enrollments will be at more than two million." Gleazer also points out that public community colleges will be established at the rate of 25-30 each year during the 1960's and '70's.

We are thus on the brink of another educational revolution, one which provides unlimited opportunities for experimentation and creative approaches to the educational problems which are certain to arise. One problem which will receive wide attention is the adequacy of library facilities, concern for both physical plant and book stock. Will the library be operational when the college opens its doors?

Historically the college library accepted responsibility of making books accessible and for encouraging their use. This traditional role has been expanded significantly to include services connected with audio-visual materials, radio, and television. Newer methods of teaching depend for their success on this cross-media approach to learning.

The major purpose of the "library" in the *established* college is to serve the aims of the total academic program, and to encourage the lifelong habit of reading. These aims are enhanced by the library that (1) provides a rich variety of materials, including books, journals, recordings, films, filmstrips, microfilm, and other audio-visual materials, for use by professors and students as individuals and in groups; (2) makes available facilities, services, and equipment necessary for the selection, organization, and use of instructional materials; and (3) offers leadership in developing techniques for the production and use of various instructional materials.

Obviously the library of the *new* community college is not in a position to provide such scope of services or materials. Libraries in many *established* four-year colleges are still far below the minimum standards for an adequate book collection, to say nothing of the virtual neglect of the other communication media. The Association of College and Research Libraries Committee on Standards suggests that no four-year college library can be expected to give effective support to the instructional program if it contains fewer than 50,000 carefully chosen volumes. The national standard of 20,000 volumes is prescribed by junior college evaluators as an adequate collection for two-year college libraries. Yet, when examining the most recent issue of *Library Statistics of Colleges and Universities 1961-62,* United States Department of Health, Education and Welfare, 1963, one notes that of 1,862 institutions listed (university, college, and junior college) 581 or 32% have libraries of fewer than 20,000 volumes. Six out of every ten junior colleges have fewer than 20,000 volumes.

As an integral part of the college program the library should be fully operational on the first day of academic instruction. This is not going to be the case in a *new* community college unless a full-time librarian and staff have been employed to organize the library at least two years before the scheduled opening of the college. During this two-year period the librarian devotes time to surveying the curriculum planned for the school, studying the characteristics of the community, planning the book collection as a whole, and organizing the circulation, reference, technical services, audio-visual, and publicity functions of the library. A

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great deal of time must be devoted also to equipping the library. The time calculation of two years is based on the assumption that a building to house the library has already been constructed. If, however, the librarian must also plan the proper building, at least four or five years would be necessary to develop the over-all library program.

What has thus far been discussed can be considered the ideal method for establishing the library in the *new* community college. What happens in the *new* college when the library has to open without even the beginnings of a book collection? When this happens the new college is usually without a library for at least one or two years; that is, unless nontraditional methods are used to develop the basic book collection.

One such nontraditional method has been suggested by Professor Carl H. Melinat, Graduate School of Library Science, Syracuse University.* Professor Melinat proposed that *new* community colleges establish their libraries with paperback books. Under his plan, the librarian distributes copies of *Paperbound Books in Print* to the faculty, having them recommend purchases by checking the copies of *Paperbound Books in Print* and returning them to the librarian. After receiving the selections from the faculty and adding some of his own, the librarian combines the recommendations by checking one master copy of *Paperbound Books in Print.* This checked master copy represents the book order and is forwarded to the jobber. After the books have been received they are placed on the shelves either by author or by "reader interest." Checked copies of *Paperbound Books in Print* are used as the catalog to the collection. Circulation is done by the temporary slip system, which requires no advance preparation of the books. The following plan is an elaboration of the "Melinat plan" with variations. Some thought is given also to the anticipated problems of book content and durability.

Under a revision of the Melinat plan, copies of *Paperbound Books in Print* would be distributed to the faculty, but book selections need not be limited to the monthly and cumulative issues of this title, but could include more current selections from publishers' catalogs, literature from wholesale dealers, daily newspapers, Sunday book supplements, academic journals, library periodicals such as *Library Journal* and *Publishers Weekly,* exhibits, and from specific bibliographies. The books could be ordered, as mentioned previously, by sending one checked copy of *Paperbound Books in Print* along with the more current orders to the jobber. When selecting a jobber it is important to remember that few large local book stores carry more than 500 to 2,000 paperback titles. This necessitates purchasing from other than local sources. A few of the larger suppliers are Brentano's in Chicago and New York, Kroch's in Chicago, and Bookmaster's in New York. These jobbers carry from 8,000 to 15,000 paperback titles.

After the books arrive they are arranged by subject. The determination of subject headings could follow several plans. The arrangement could be in line with the subjects taught in the college. Or one could use the 84 major subject headings suggested in *Paperbound Books in Print* or the uniform list of 26 major subject divisions recommended for use by the American Booksellers Association and the National Association of College Stories. The latter list of subject headings was suggested for use in bookstores and book departments as a guide to displaying and selling paperbound books. The major subject divisions of this scheme are:

Art	History	Poetry
Biography	Humor	Political Science
Business	Juvenile	Psychology
Cooking	Language	Reference
Crafts	Literature	Religion
Drama	Medicine	Scientific
Education	Music	Sociology
Fiction	Nature	Travel
Games	Philosophy	

One notes that the list is very general and a number of the headings would not be suitable for use in the college library. The headings in *Paperbound Books in Print* give a more specific subdivision breakdown. For example, under the general heading DRAMA, *Paperbound Books in Print* gives the following:

DRAMA—GENERAL, CRITICISM & COLLECTIONS

Greek & Roman	American
British & Irish	Screen & TV Plays
Continental	

Actually a combination of all three subject plans could be used as long as a master file or list of headings is maintained. To insure that books are returned to the proper shelves the subject heading could be written on the inside or outside front cover of the book, or a color code denoting subject could be applied to the book spine.

* Carl H. Melinat, "Paperback Foundation," *Library Journal* 87: 4466-68, (December 15, 1962).

Circulation records could be kept on temporary charge slips, and a number of checked copies of *Paperbound Books in Print* could serve as the catalog to the collection. The catalog is kept up-to-date by checking the current cumulative tri-annual copies and discarding the preceding issues. This checking could be done with each cumulative issue, as suggested; or if finances dictate, less frequently. The determining factor, in catalog revision, would be the number of acquisitions in any one year.

Naturally there will be some objection, by librarians, college administrators, and faculty to this method of beginning a book collection. One such objection may be quality of content, another might be durability. Unfortunately, many people still think of paperbacks as trash or believe that the selection of quality materials is small. This assumption can easily be refuted by having the critics examine a current cumulative copy of *Paperbound Books in Print.* This source lists 23,600 titles. The majority are either classics or reprints of earlier hardbounds; the remaining titles are originals. Aside from the classics, quality can also be judged by the name of the publisher. Companies such as Putnam (Capricorn), Bobbs-Merrill (Liberal Arts), Viking (Compass Books), Dutton (Everyman), Simon and Schuster (S&S Paperbacks), Harper (Torchbooks), Doubleday (Dolphin, Image, Anchor), Crowell-Collier (Collier Books), Regnery (Gateway Editions), and university presses maintain the same high standards reflected in the firms' hardbound books.

Durability can be increased by adding plastic covers and publishers' bindings. This should not be an issue, however, since the very nature of the paperback precludes durability precautions. Paperbacks should be considered expendable materials. Too often we think of libraries in terms of numbers of volumes, and not in terms of a vigorous live collection. Expendable paperbacks would avoid a lot of "dead wood" and keep college book collections (especially the undergraduate library) alive and current. Then too, durability precautions would cut into the price advantage, one of the major reasons paperbound books are purchased for the beginning collection, and because many of the paperbounds will be replaced with hardbounds as the library becomes established.

Presently paperback books are being used in colleges for the following reasons:

- **To make available a greater and more superior variety of books than you could otherwise afford.**
- **To duplicate hardbound books which are in great demand.**
- **To stimulate reading of all kinds.**

I would like to see the uses for paperbacks in the college include the proposal discussed in this paper, one which could do much to help the library in the *new* community college, in its first year of operation, meet its obligations to students and faculty. The library's first obligation is to provide reference tools; the second obligation is to provide a variety. Paperbacks can provide both at nominal cost. Paperbacks may be the answer, not only for *new* community colleges but also for *established* college libraries, in meeting their present and future book needs.

No Hamlet Without Hamlet

"But as for man, his conflict is continual with the spirit of contradiction, that is without and within; with the evil spirit (or call it, with the weak, most necessitous, pitiable spirit), that is in others and himself. His walk, like all walking (say the mechanicians) is a series of FALLS. *To paint man's life is to represent these things. Let them be represented, fitly, with dignity and measure; but above all, let them be represented. No tragedy of* HAMLET *with the part of Hamlet omitted by particular desire! No ghost of a biography, let the Damocles' sword of Respectability (which, after all, is but a pasteboard one) threaten as it will."*

CARLYLE
Sir Walter Scott. 1838

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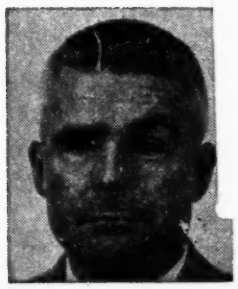

rence; Ed.D., Stanford). For example, the seeking of suggestions from faculty may "prevent trouble later and should bring out some good ideas. sense of ge held major a and Hofstra

By E. D. D

PRESIDENT polished-oak desk at his director of athletics: "Wonderful, George." The two sat late one evening in the presidential office talking over a proposal for the construction of a new field house. "Let's have the architect get right to work on the preliminar

About looked wit Dean of F serious mi plan for a that faculty

"Now v asked. "Ha have a first rate faculty? Aren't our salaries in line with national norms? We have just got to put in adequate facilities for athletic teams or get out of intercollegiate competition. Besides that, it makes us third rate college to visitors and alumn

Presid college ha modest ir Under his significan

The c with how had gone sulting other administrative officers and members of the faculty. Other important needs, possibly not as important as this particular one, but still

heir proponents, had

em as though Presi- too obvious a straw at all uncommon in our academic organizations only too frequently that ignorance of important executive qualities undermines the carrying out of scholarly and learning functions.

Academic administrators go wrong not only ecision making of which ty, but by a failure to erned and the pertinent s. Administrators go , by a failure to adhere nciples.

ears worth while to list administrative failings. far from complete but, hopefully, it may stimulate some further contributions. Any perceptive faculty member can throw in a dozen. Perhaps it will provide some insights or helpful guidelines. If nothing more, the list stands as a critique of the administrative practices of presidents and deans. niversities.

ffices of presidents and deans. the younger ones who have f experience in thwarting ad- o look to presidential dark- nitured offices for final au- ne groundsman tags the pres- on locating the new campus maple tree. It becomes almost an insidious disease under the influence of which top administrators begin to assume a Jehovah-like attitude on all matters, small or large, which affect their institutions.

The result is decision by impulse, administration by direction rather than by leadership. In the military, in a governmental bureau, or in a business firm, this kind of fare well. In an academic institutional functioning. "An ooperative human activities," President of the New Jersey s written.* In an organization ed professional personnel havion in educational policy makhave not only an obligation but collaboration in their decision a unitary executive control, articipation on the part of all concerned.

* *The Functions of the Executive*, Harvard University Press, 1947, page 241.

Improving College and University Teaching

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The Editor's Easel

The Credos of John and Jerome

To read Dr Jerome [illegible] named "On Knowing [illegible] perience. Such a book [illegible] overdue [illegible] for a book like [illegible] more especially with teaching at [illegible] and university level. It is gratifying [illegible] brilliant psychologist who has [illegible] frontier of his specialty interested [illegible] in the application of psychology [illegible] and both discerning and learned in [illegible] cations.

The book's excellence and timeliness is exemplified in the chapter "After What?" The five basic points in 1957 Credo are briefly stated. The displacements as conceived by Bruner are expounded with the penetration and clarity that characterize the whole book.

We know that Dewey's child education was valid even though [illegible] simplicities. We have not yet cleared him, nor has he been cleared of [illegible] that misguided disciples committed [illegible] him. The great gap between the [illegible] of a prophet and the performance of [illegible] followers means a shadow over [illegible] Dewey as over many another [illegible] man. The placing of John Dewey [illegible] is a sobering fact to face

While for Bruner the study [illegible] a central concern throughout, emphasis is placed upon two principles: (1) [illegible] ture of knowledge—its connections [illegible] derivations that make one idea [illegible] another—is the proper emphasis [illegible] tion." (2) "The unity of knowledge is to be found within knowledge itself [illegible] edge is worth mastering" [illegible] subject should be [illegible]

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